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ABSTRACT

This study of Los Angeles City College (LACC) attrition examined characteristics of 397 randomly selected students who entered in the fall of 1967. Summaries of the more important findings follow. Ninety per cent of the sample population persisted through the first semester, though only sixteen per cent returned to complete a fifth semester. Dividing the student sample into quintiles based on School and College Test (SCAT) scores, those students in the lowest quintile showed considerably lcwer persistence after their first semester, though the rate increased for those remaining until the fifth. This finding suggests the influence of LACC's developmental studies program. In addition, SCAT performance predicted GPA well for the highest and lowest quintiles. Viewing students is terms of subgroups, females recorded higher persistence rates than males. Blacks and Spanish-surname students persisted at a rate slightly--but not significantly--below the rate for all studnets, while orientals persisted and obtained AA degrees at a significantly higher rate. Place of last high school attendance was not significant on a nationwide basis, but it was for those students from Los Angeles schools. A comparison of this study with the NORCAL project, a larger-scale study involving 25 northern California junior colleges (see ED 039 879), showed similar results. [Not available in hard copy due to marginal legibility of original document.] (JO)

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LOS ANGELES CITY COLLEGE

# "PERSISTENCE OF L.A.C.C. STUDENTS ENTERING IN FALL, 1967"

Research Study #70-9

JC 700 208

Ben K. Gold
Research Office
September, 1970

UNIVERSITY OF CALIF.
LOS ANGELES

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INFORMATION

"PERSISTENCE OF L.A.C.C. STUDENTS ENTERING IN FALL, 1967"

PURPOSE OF THE STUDY

The problem of student attrition has concerned educators for years. John Summerskill, writing in 1962 in The American College (edited by Nevitt Sanford) stated that "American colleges lose, on the average, approximately half their students in the four years after matriculation. Some 40% of college students graduate on schedule and, in addition, approximately 20% graduate at some college, some day. These have been the facts for several decades in American higher education." In 1968, Trent and Medsker, in their book Beyond High School indicated that their data "reflect the same tendency shown by Summerskill...that approximately half of the students who enter American colleges withdraw within four years ...However, only 28% obtained degrees in four years." A recent report from the State College Chancellor's Office indicates that the "typical" graduate took 6.4 years to graduate, that only 33% of the graduates made it in four years, and that nearly three quarters of them were transfer students, over half from junior colleges.

The junior college, with its open-door policy attracting both high school graduates and non-graduates having a wide range of goals, talents, backgrounds, and values, can be expected to (and does) lose a greater percentage of its students than the lower division of the four year institutions. One major reason for this, of course, is the desire of many junior college students to transfer to their four year college choice as soon as possible, while few students in a four year institution choose to transfer to the junior college.

Dropout rates today are of concern not only to educators, but to legislatures, governing boards, and taxpayers. The quoting of a dropout rate is, however, often of little meaning as wide discrepancies exist in the definitions of a dropout and the base on which the rate is figured. A large step in the standardization of dropout rates and in investigating characteristics of and preventive programs for potential dropouts has been taken by a group of 25 Northern California junior colleges working together in the "Norcal Project" (see the May, 1970 Junior College Journal.) This project is beginning its third and final year, and some of its findings will be referred to later in this study.

The purpose of this study is to obtain some recent data concerning the dropout rate (or, more accurately, the persistence rate) of students who enter L.A.C.C.

PROCEDURE OF THE STUDY

From the roster of the 5,398 students who took the Fall, 1967 SCAT entrance examination, a random sample of 530 names* was selected. Registration lists for Fall, 1967 were checked, and names of those not registered were eliminated, leaving a total of 397 constituting the sample for this study. Name, age, sex, last high school attended, previous college (if any) were recorded on a 5" x 8" card for each student, and units attempted, units completed, grade points, and grade point average for each semester through Fall, 1969 were obtained from the Office of Admissions and recorded on the card. Records of graduates through June, 1970 were searched to identify those obtaining the AA degree.

Ethnic distributions were estimated as follows:

> Black students: all those whose last high school attended was Dorsey, Fremont, Jefferson, Jordan, Los Angeles, Manual Arts, Washington. Recent Los Angeles City schools ethnic surveys indicate that about 80% of students from these schools would be Black.

* every 10th name, starting with the eighth, less a few with incomplete scores.

PROCEDURE OF THE STUDY (continued)

Spanish surname: those names identified by a Mexican-American Counseling Center staff member as being of Spanish origin.
Oriental: those surnames identified as Oriental.

Using a total SCAT raw score categorization that would partition the sample into five groups of approximately equal number, quintiles for entrance examination performance were determined.

In obtaining the figures showing percents completing various semesters, summer sessions were not included, and those few who withdrew and re-entered during the time span under study were treated as continuing students, i.e., semesters completed were not necessarily without interruption.

Data on the cards were analyzed as indicated in the following section.

FINDINGS

Table 1 indicates the numbers of students in the sample completing 1, 2, 3, 4 or 5 semesters at L.A.C.C. and the number obtaining AA degrees in 4, 5 or 6 semesters. Percents are indicated, all based on the original number registered for Fall, 1967. Similar figures are given for sub-groups according to sex, ethnic background, and SCAT performance. Figures 1 through 5 present this information in graphical form. Dashed lines in figures 2 and 3 indicate the entire sample for comparison with the designated sub-sample.

Table 2 is presented to indicate SCAT performance of the entire sample and selected sub-groups. Mean SCAT scores for all Fall, 1967 entrants are indicated for comparison purposes.

Table 3 indicates numbers of students earning a "B" or above and those earning below a "C" average for each of four semesters. Percents in this table are based on the number completing the semester under consideration. Figures 6 and 7 present grade point average information graphically.

FINDINGS (continued)

Tables 4, 5, 6, and Figures 8, 9, 10 indicate respectively distributions according to age, high school background (last high school attended) and previous college attendance for the total sample and for those who obtained the AA degree.

In 1961, a persistence study (#61-7) was made of a sample of Fall, 1968 entrants. Table 7 and Figure 11 present available information from this study for comparison with the Fall, 1967 group.

TABLE I - Persistence of Fall, 1967 Entering Students. Total Sample and Selected Subgroups.
(Percents in parentheses)

| | Reg. F '67 | Comp. 1st Sem. | Comp. 2nd Sem. | Comp. 3rd Sem. | Comp. 4th Sem. | Comp. 5th Sem. | RECEIVED AA DEGREE: After 4 Sems. | After 4 or 5 Sems. | After 5 or 6 Sems. |
|---|---|---|---|---|---|---|---|---|---|
| All | 397 (100) | 358 ( 90) | 281 ( 71) | 189 ( 48) | 156 ( 39) | 65 (16) | 13 ( 3) | 30 ( 8) | 48 (12) |
| Males | 218 (100) | 194 ( 89) | 149 ( 68) | 99 ( 45) | 81 ( 37) | 27 (12) | 5 ( 2) | 11 ( 5) | 21 (10) |
| Females | 179 (100) | 164 ( 92) | 132 ( 74) | 90 ( 50) | 75 ( 42) | 38 (21) | 8 ( 4) | 19 (11) | 27 (15) |
| Blacks | 108 (100) | 96 ( 89) | 77 ( 71) | 48 ( 44) | 41 ( 38) | 19 (18) | 3 ( 3) | 7 ( 6) | 12 (11) |
| Spanish Surname | 41 (100) | 38 ( 93) | 29 ( 71) | 17 ( 41) | 13 ( 32) | 6 (15) | 0 ( 0) | 2 ( 5) | 4 (10) |
| Oriental Surname | 37 (100) | 35 ( 95) | 32 ( 86) | 27 ( 73) | 25 ( 68) | 14 (38) | 3 ( 8) | 7 (19) | 13 (35) |
| SCAT QUINTILE I (highest) | 70 (100) | 65 ( 93) | 51 ( 73) | 36 ( 51) | 27 ( 39) | 9 (13) | 1 ( 1) | 4 ( 6) | 7 (10) |
| II | 72 (100) | 66 ( 92) | 56 ( 78) | 38 ( 53) | 30 ( 42) | 12 (17) | 1 ( 1) | 5 ( 7) | 6 ( 8) |
| III | 100 (100) | 87 ( 87) | 69 ( 69) | 50 ( 50) | 44 ( 44) | 18 (18) | 6 ( 6) | 11 (11) | 16 (16) |
| IV | 76 (100) | 69 ( 91) | 56 ( 74) | 38 ( 50) | 31 ( 41) | 15 (20) | 5 ( 7) | 7 ( 9) | 12 (16) |
| V (lowest) | 79 (100) | 71 ( 90) | 49 ( 62) | 27 ( 34) | 24 ( 30) | 11 (14) | 0 ( 0) | 3 ( 4) | 7 ( 9) |

FIGURE 1 - Persistence of L.A.C.C. Students, Fall, 1967 Sample (N=397)

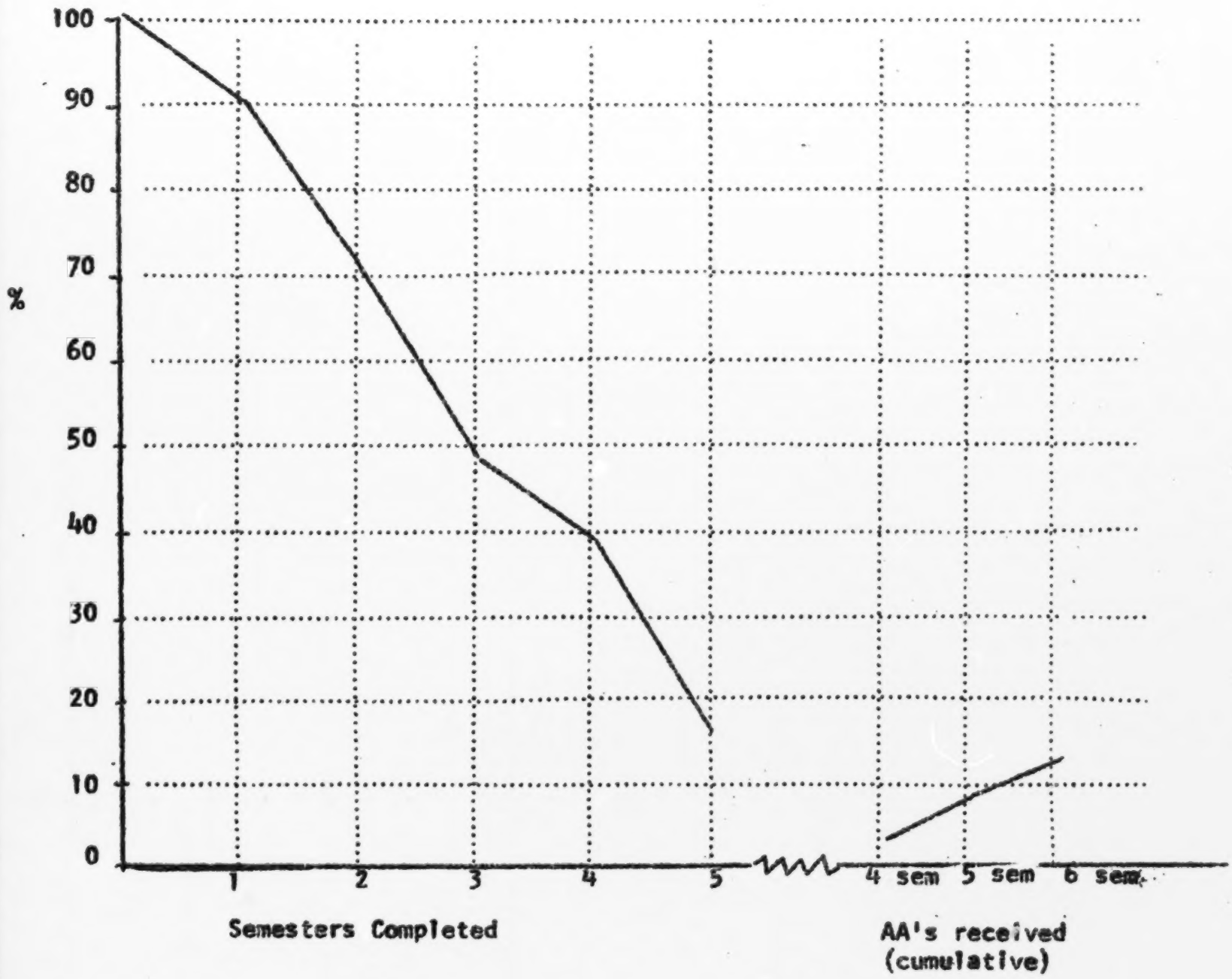
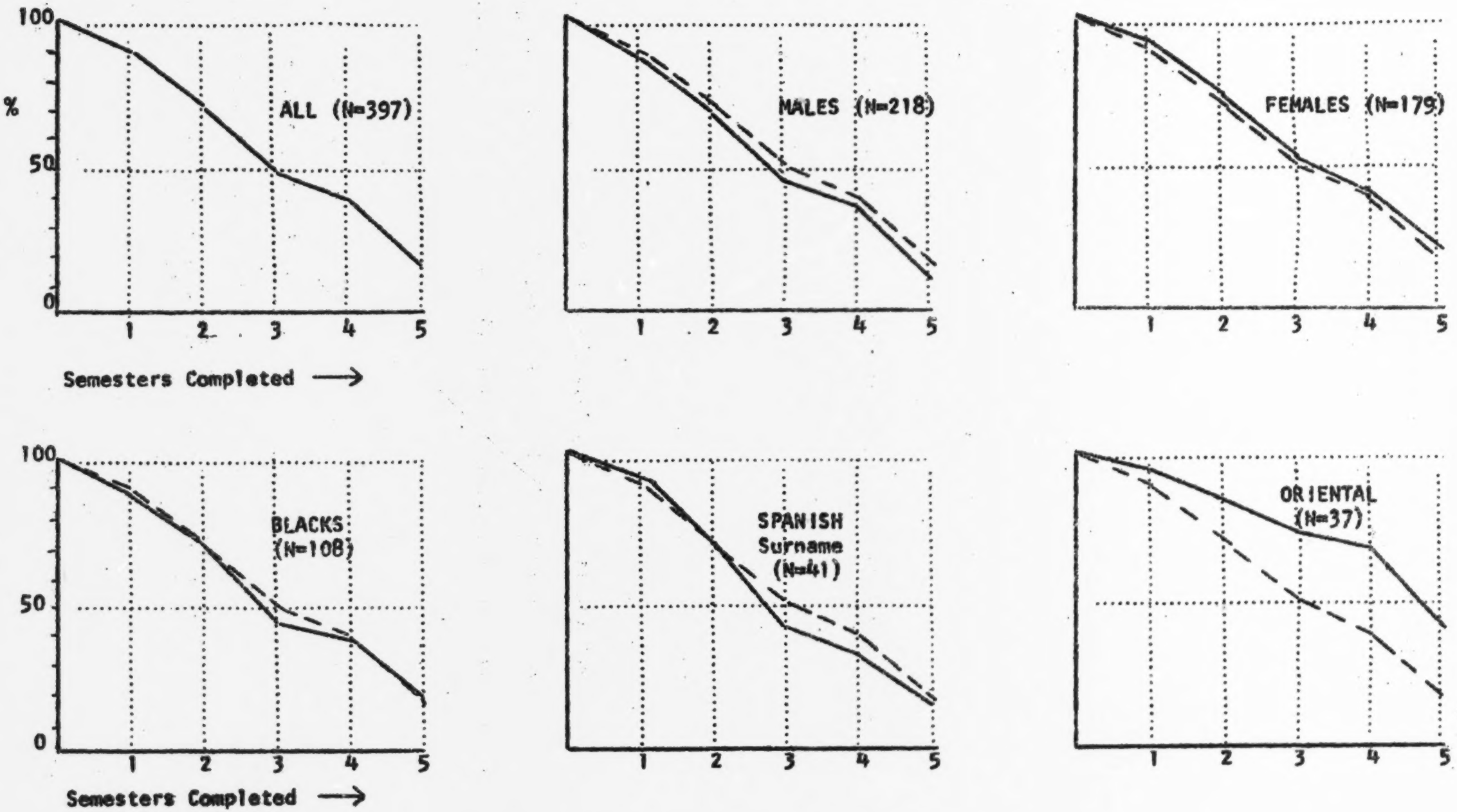
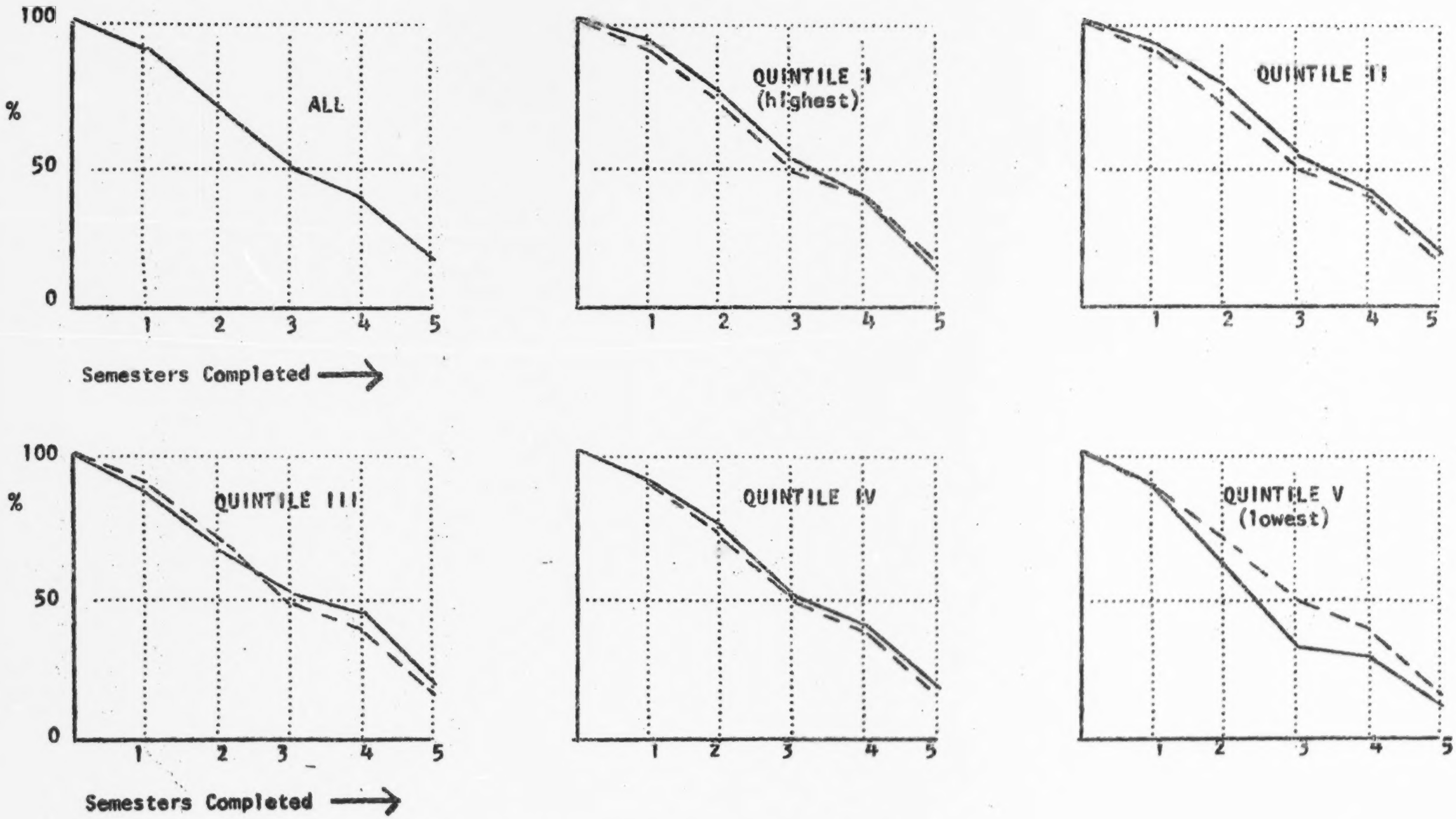


FIGURE 2 - Persistence of Fall, 1967 Entering Students
Total Sample and Selected Sub-groups



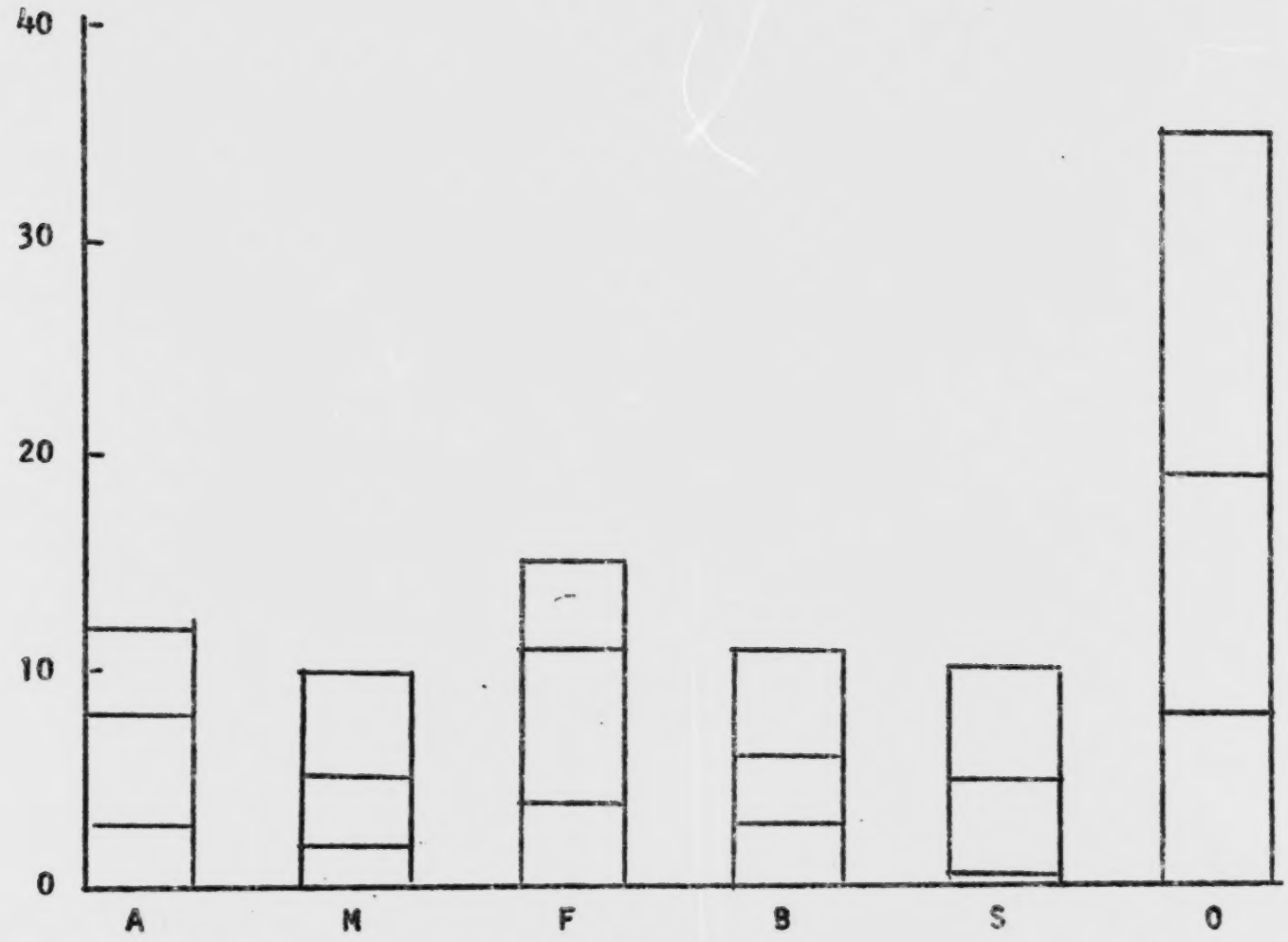

Dashed line indicates all students

FIGURE 3 - Persistence of Fall, 1967 Entering Students, According to Performance on SCAT Entrance Examination




Dashed line indicates all students

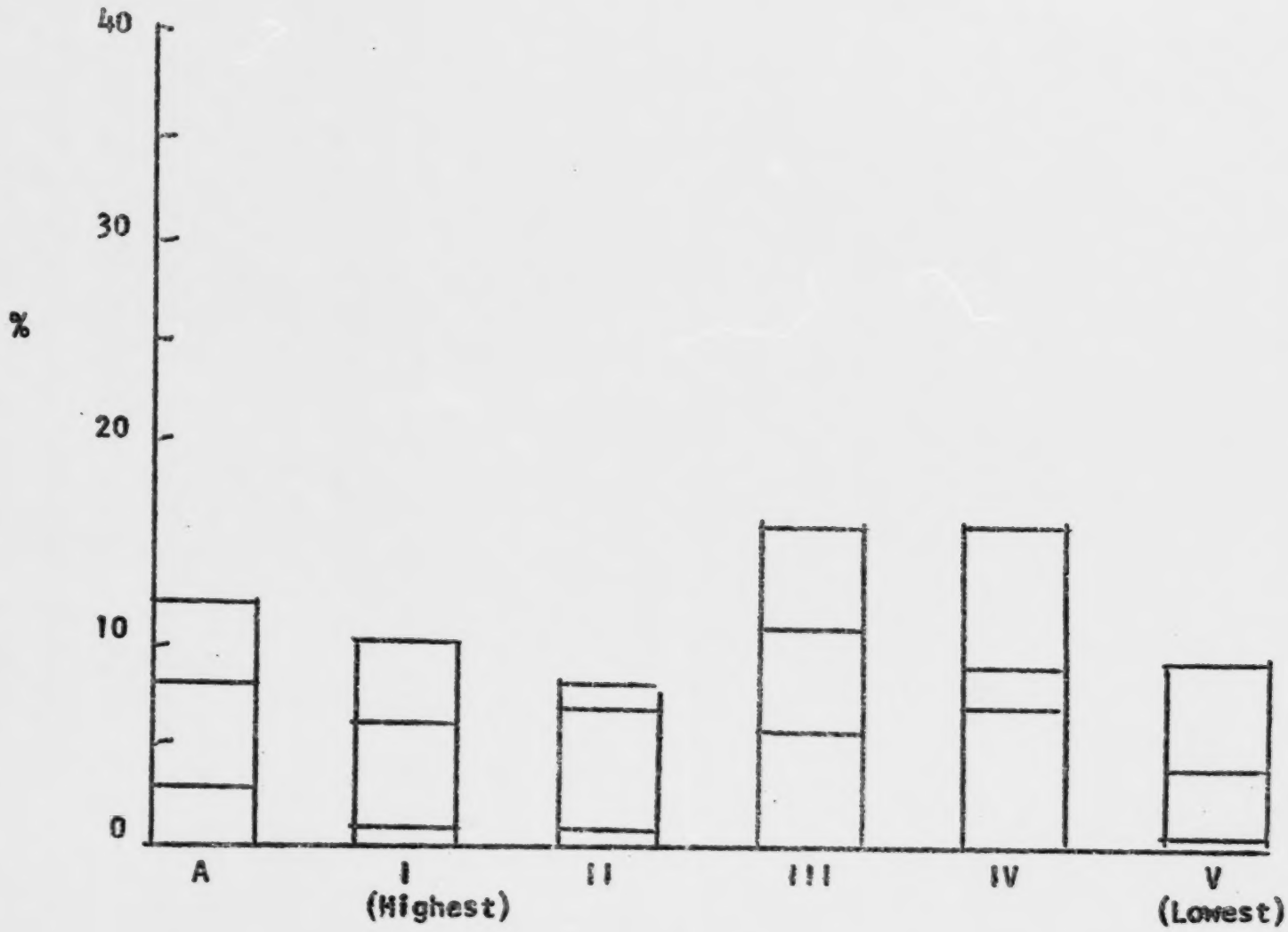
FIGURE 4 - % of Fall, 1967 Entrants Who Received the AA Degree by June, 1970, According to Sex and Ethnic Background




A: All (N=397)
M: Males (N=218)
F: Females (N=179)
B: Blacks (N=108)
S: Spanish surname (N=41)
O: Oriental (N=37)

Heights of rectangles indicate percents of original N who received AA degree in 4, 5 or less, and 6 or less semesters.

FIGURE 5 - % of Fall, 1967 Entrants Who Received the AA Degree by June, 1970, According to Performance on the SCAT Entrance Examination.




A: All (N=397)
I N = 70
II N = 72
III N = 100
IV N = 79

Heights of rectangle indicate percents of original N who received AA degree in 4, 5 or less, and 6 or less semesters.

TABLE 2 - Performance on SCAT Entrance Examination, Total Fall, 1967 Sample and Selected Subgroups

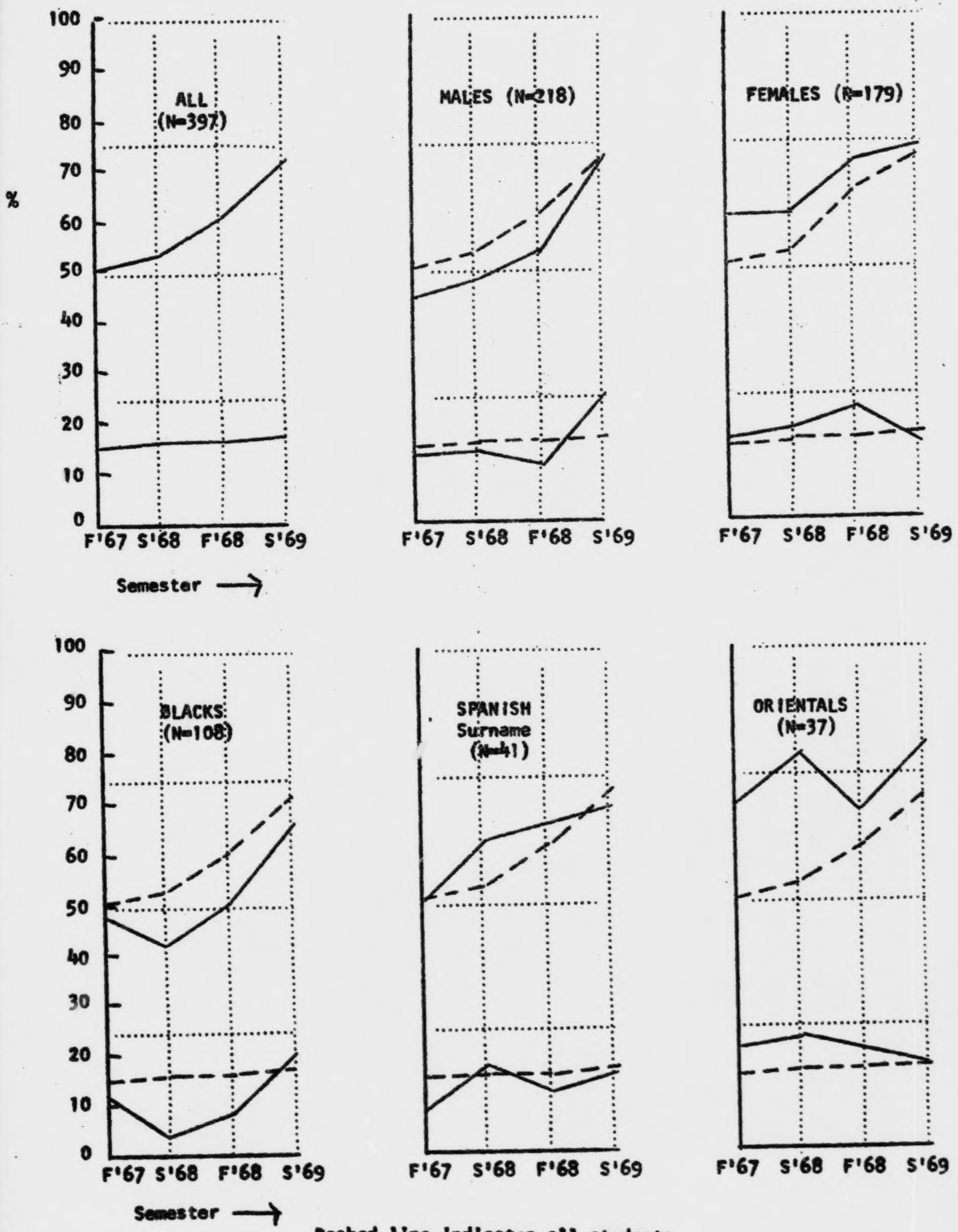
| SCAT Quintile | Total Taking SCAT | Reg. F'67 | Males | Females | Blacks | Spanish Surname | Ort'l. Surname | Those Rec. AA | SCAT Total Raw Score |
|---|---|---|---|---|---|---|---|---|---|
| (Highest) I | 94 | 70 | 47 | 23 | 9 | 7 | 9 | 7 | 76-110 |
| II | 92 | 72 | 36 | 36 | 12 | 9 | 4 | 6 | 63-75 |
| III | 122 | 100 | 62 | 38 | 27 | 14 | 13 | 16 | 51-62 |
| IV | 108 | 76 | 37 | 39 | 22 | 4 | 6 | 12 | 39-50 |
| (Lowest) V | 114 | 79 | 36 | 43 | 38 | 7 | 5 | 7 | 0-38 |
| Total | 530 | 397 | 218 | 179 | 108 | 41 | 37 | 48 | |
| Mean SCAT Score | 54.8 | 55.7 | 58.4 | 52.3 | 45.5 | 58.1 | 60.2 | 55.2 | |
| Nat'l. %ile for Mean | 30 | 31 | 35 | 26 | 18 | 35 | 38 | 30 | |
| Mean Scores All Fall '67* Entrants | 55.3 | | 57.7 | 52.7 | | | | | |

* From Research Study #67-11

TABLE 3 - Grade Point Averages below "C" and "B" or Above, Fall, 1967 Entrants, Four Semesters by Selected Sub-groups (percents in parentheses)

| Group | | No. | 1st Semester | | | 2nd Semester | | | 3rd Semester | | | 4th Semester | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | No. Comp. | <C | ≥B | No. Comp. | <C | ≥B | No. Comp. | <C | ≥B | No. Comp. | <C | ≥B |
| All | | 397 | 358 (100) | 175 (49) | 52 (15) | 281 (100) | 132 (47) | 44 (16) | 189 (100) | 73 (39) | 31 (16) | 156 (100) | 43 (28) | 27 (17) |
| Males | | 218 | 194 (100) | 109 (56) | 25 (13) | 149 (100) | 79 (53) | 21 (14) | 99 (100) | 47 (47) | 11 (11) | 81 (100) | 23 (28) | 16 (20) |
| Females | | 179 | 164 (100) | 66 (40) | 27 (16) | 132 (100) | 53 (40) | 23 (17) | 90 (100) | 26 (29) | 20 (22) | 75 (100) | 20 (27) | 11 (15) |
| Blacks | | 108 | 96 (100) | 50 (52) | 12 (12) | 77 (100) | 45 (58) | 3 ( 4) | 48 (100) | 24 (50) | 4 ( 8) | 41 (100) | 14 (34) | 8 (20) |
| Spanish Surname | | 41 | 38 (100) | 19 (50) | 3 ( 8) | 29 (100) | 11 (38) | 5 (17) | 17 (100) | 6 (35) | 2 (12) | 13 (100) | 4 (31) | 2 (15) |
| Oriental | | 37 | 35 (100) | 11 (31) | 7 (20) | 32 (100) | 7 (22) | 7 (22) | 27 (100) | 9 (33) | 5 (19) | 25 (100) | 5 (20) | 4 (16) |
| SCAT QUINTILE | I | 70 | 65 (100) | 18 (28) | 19 (29) | 51 (100) | 13 (25) | 14 (27) | 36 (100) | 9 (25) | 8 (22) | 27 (100) | 3 (11) | 7 (26) |
| | II | 72 | 66 (100) | 21 (32) | 15 (23) | 56 (100) | 26 (46) | 10 (18) | 38 (100) | 15 (39) | 10 (26) | 30 (100) | 9 (30) | 5 (17) |
| | III | 100 | 87 (100) | 49 (56) | 11 (13) | 69 (100) | 33 (48) | 10 (14) | 50 (100) | 19 (38) | 6 (12) | 44 (100) | 10 (23) | 9 (20) |
| | IV | 76 | 69 (100) | 41 (59) | 3 ( 4) | 56 (100) | 24 (43) | 8 (14) | 38 (100) | 14 (37) | 7 (18) | 31 (100) | 10 (32) | 4 (13) |
| | V | 79 | 71 (100) | 46 (65) | 4 ( 6) | 49 (100) | 36 (73) | 2 ( 4) | 27 (100) | 16 (59) | 0 ( 0) | 24 (100) | 11 (46) | 2 ( 8) |

FIGURE 6 - Semester Grade Point Averages Above "C" and Above "B". Fall, 1967 Sample, by Selected Sub-groups




Dashed line indicates all students

FIGURE 7 - Semester Grade Point Averages Above "C" and Above "B", Fall, 1967 Sample, by SCAT Performance

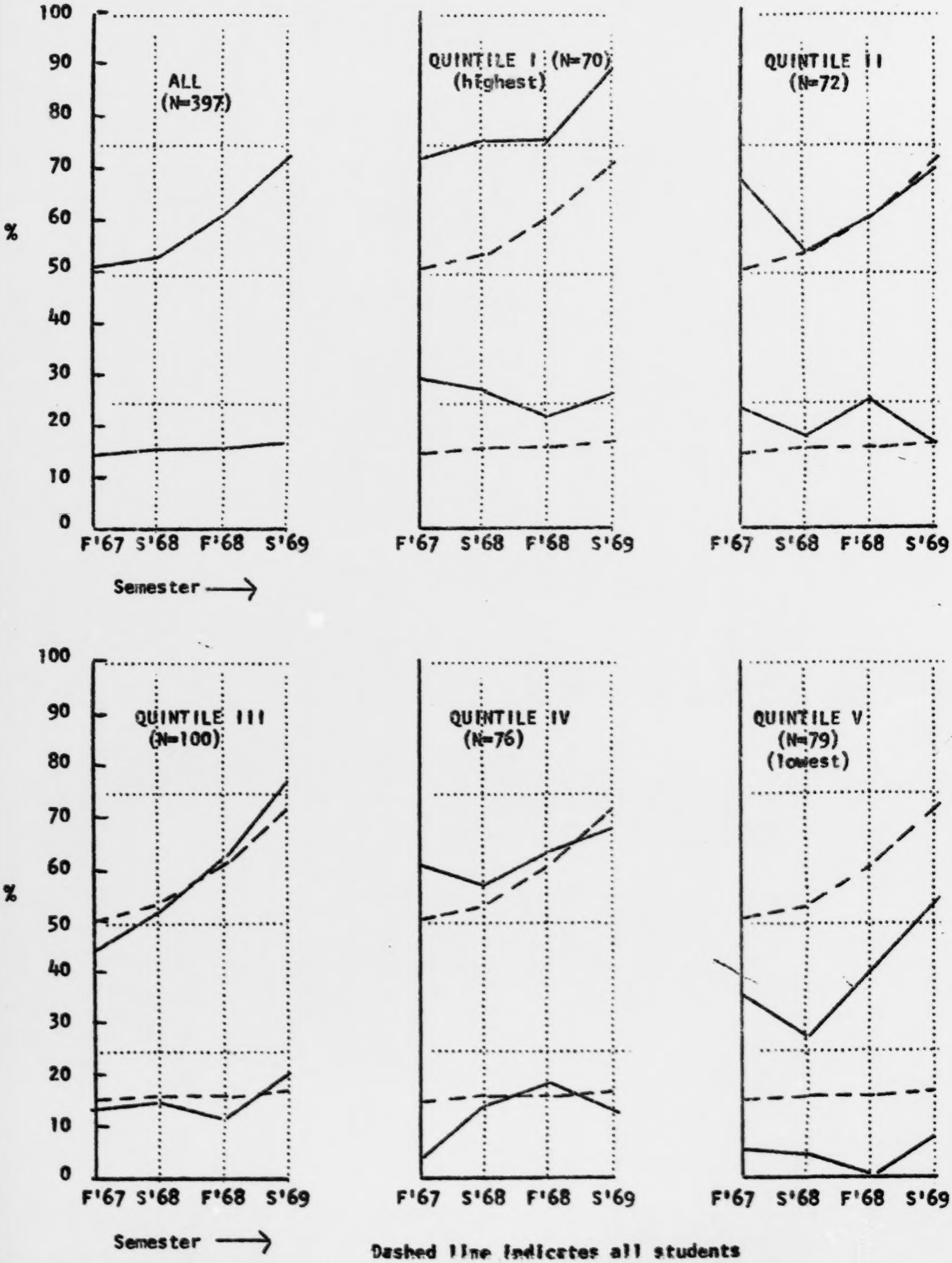


TABLE 4 - Age Distribution, Entire Sample and Graduates

| Age* | Total Sample No. | % | Graduates No. | % | All F'67 Entrants | |
|---|---|---|---|---|---|---|
| 17- | 94 | (24) | 18 | (38) | 1416 | (26) |
| 18 | 148 | (37) | 17 | (35) | 1746 | (32) |
| 19 | 47 | (12) | 1 | ( 2) | 592 | (11) |
| 20 | 22 | ( 6) | 2 | ( 4) | 276 | ( 5) |
| 21 | 10 | ( 2) | 0 | ( 0) | 193 | ( 4) |
| 22 | 7 | ( 2) | 2 | ( 4) | 137 | ( 3) |
| 23 | 12 | ( 3) | 1 | ( 2) | 164 | ( 3) |
| 24 | 11 | ( 3) | 2 | ( 4) | 128 | ( 2) |
| 25 | 7 | ( 2) | 1 | ( 2) | 97 | ( 2) |
| 26-30 | 20 | ( 5) | 3 | ( 6) | 320 | ( 6) |
| 31-40 | 14 | ( 3) | 0 | ( 0) | 196 | ( 4) |
| 41-50 | 3 | ( 1) | 1 | ( 2) | 89 | ( 2) |
| 51+ | 2 | ( 1) | 0 | ( 0) | 44 | ( 1) |
| TOTAL | 397 | (101) | 48 | (99) | 5398 | (101) |
| Mean age | 20.2 | | 19.6 | | 21.0 | |
| Median age | 18.2 | | 17.9 | | 18.3 | |

* at time of taking entrance examination

FIGURE 8 - Age at Entrance of Fall, 1967 L.A.C.C. Entrants: Entire Sample and Those Receiving AA Degree by June, 1970

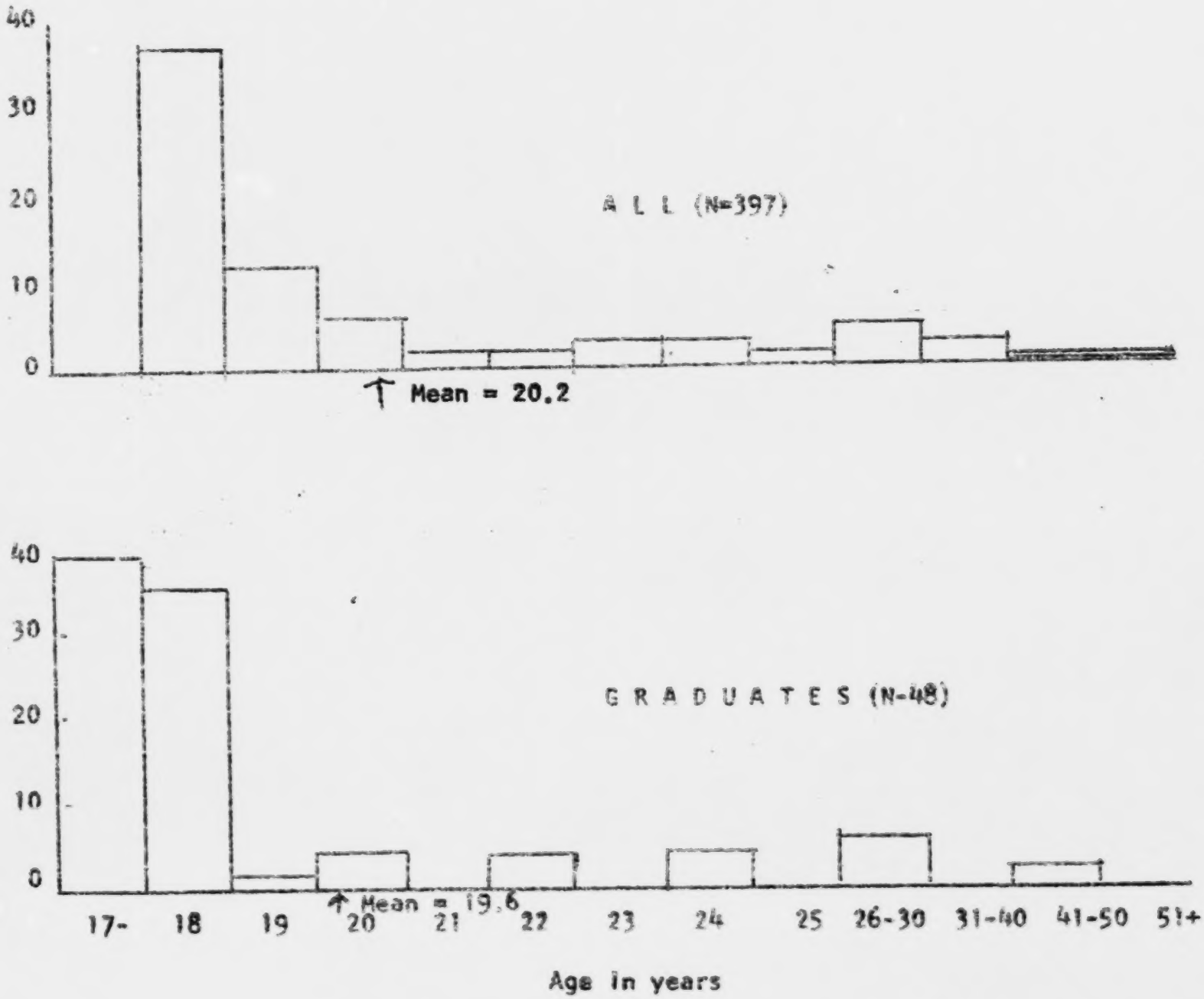
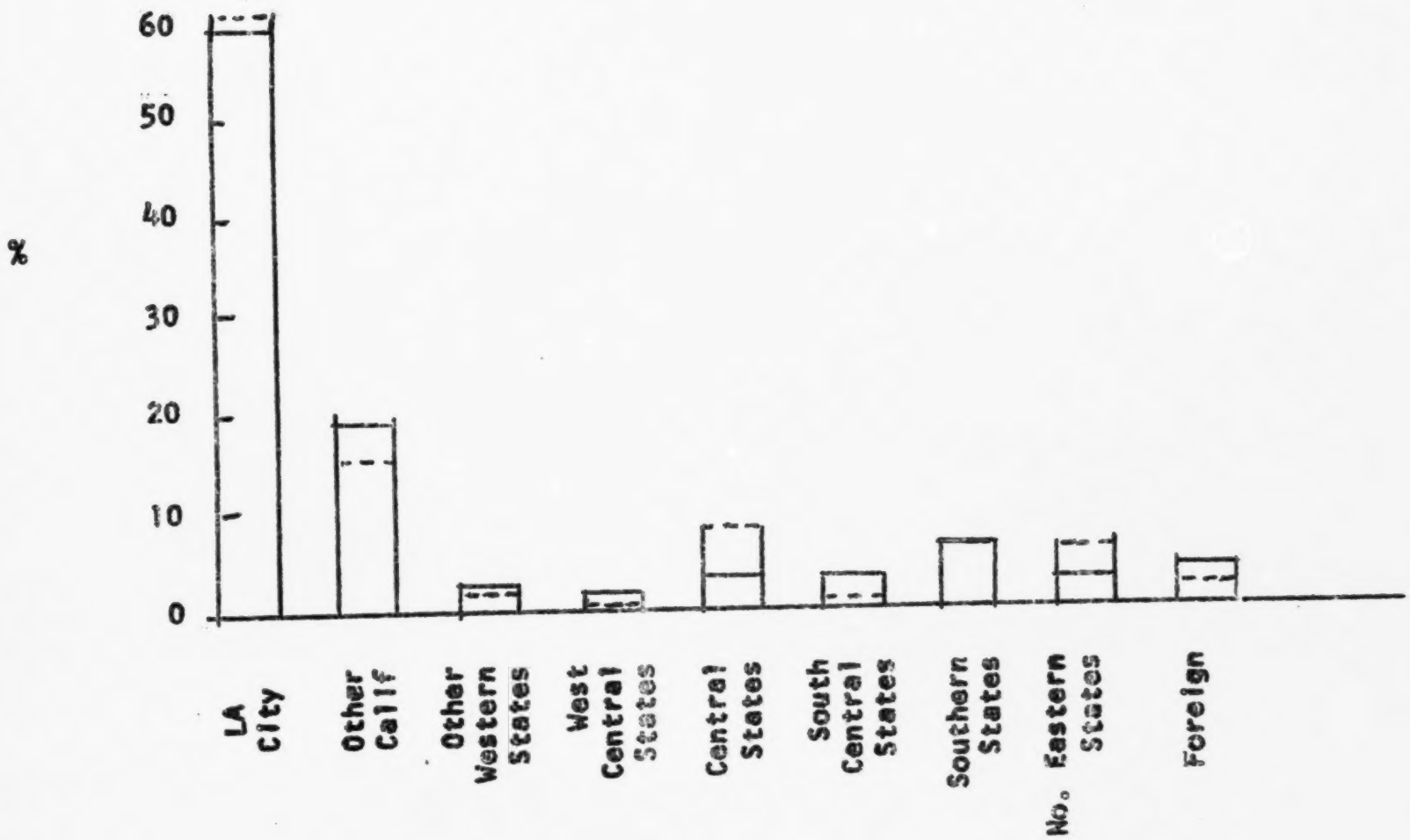


TABLE 5 - High School Distribution, Entire Sample and Graduates

| Last High School Attended | Total Sample No. | % | Graduates No. | % | All F'67 Entrants | |
|---|---|---|---|---|---|---|
| Los Angeles City | 234 | (59) | 29 | (60) | 300 | (56) |
| Other California | 76 | (19) | 7 | (15) | 1020 | (19) |
| Other Western States | 7 | ( 2) | 1 | ( 2) | 155 | ( 3) |
| West Central States | 4 | ( 1) | 0 | ( 0) | 53 | ( 1) |
| Central States | 13 | ( 3) | 4 | ( 8) | 210 | ( 4) |
| South Central States1 | 10 | ( 3) | 0 | ( 0) | 91 | ( 2) |
| Southern States | 23 | ( 6) | 3 | ( 6) | 396 | ( 7) |
| Northeastern States | 13 | ( 3) | 3 | ( 6) | 213 | ( 4) |
| Foreign | 17 | ( 4) | 1 | ( 2) | 251 | ( 4) |
| TOTAL | 397 | (100) | 48 | (99) | 5398 | (100) |
| Los Angeles City High Schools | | | | | | |
| Los Angeles | 26 | (11) | 6 | (21) | 350 | (12) |
| Fairfax | 23 | (10) | 3 | (10) | 250 | ( 8) |
| Manual Arts | 21 | ( 9) | 2 | ( 7) | 285 | ( 9) |
| Dorsey | 22 | ( 9) | 2 | ( 7) | 297 | (10) |
| Belmont | 19 | ( 8) | 5 | (17) | 234 | ( 8) |
| Marshall | 22 | ( 9) | 2 | ( 7) | 182 | ( 6) |
| Hollywood | 16 | ( 7) | 2 | ( 7) | 188 | ( 6) |
| Others | 85 | (36) | 7 | (24) | 1223 | (41) |
| TOTAL | 234 | (99) | 29 | (100) | 3009 | (100) |

FIGURE 9 - Distribution of Last High School Attended, Entire Fall, 1967 Sample (——) and Those Who Graduated in Six Semesters or Less (- - -)




Los Angeles City High Schools Only

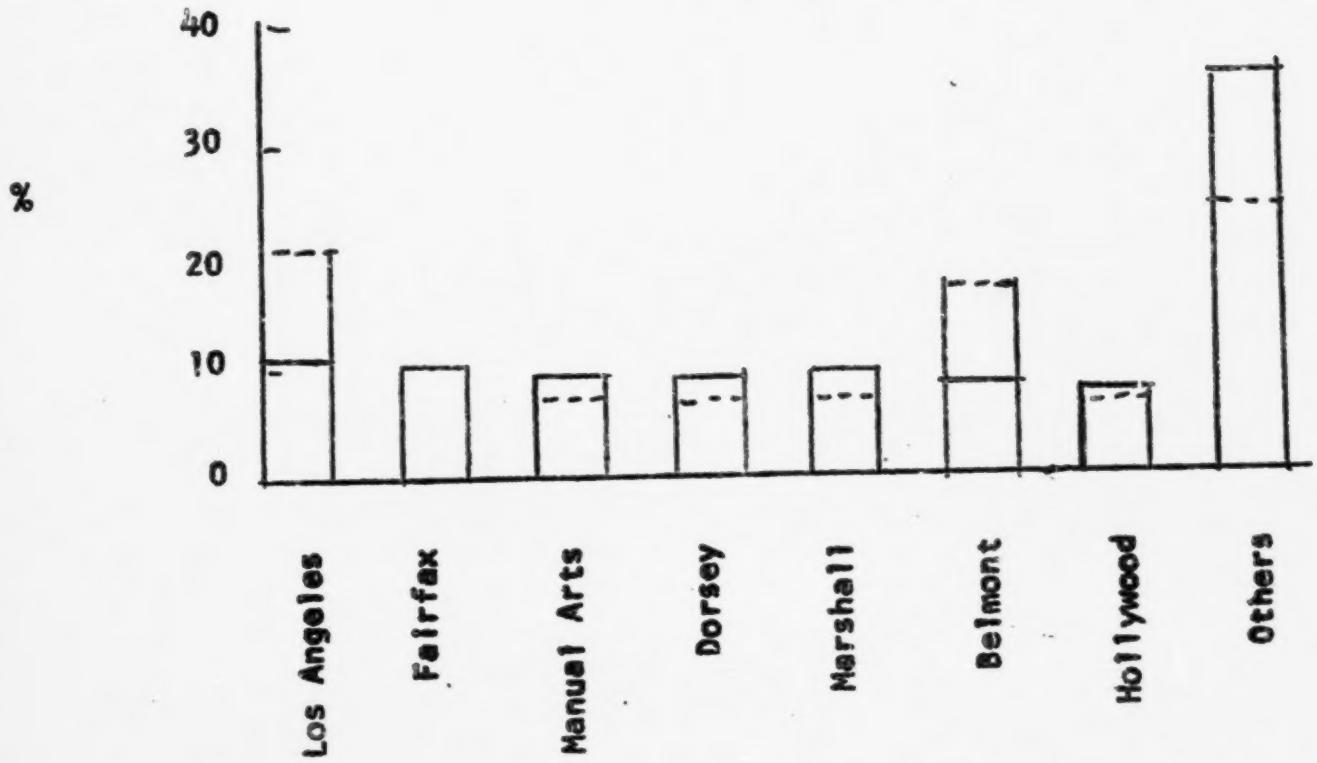
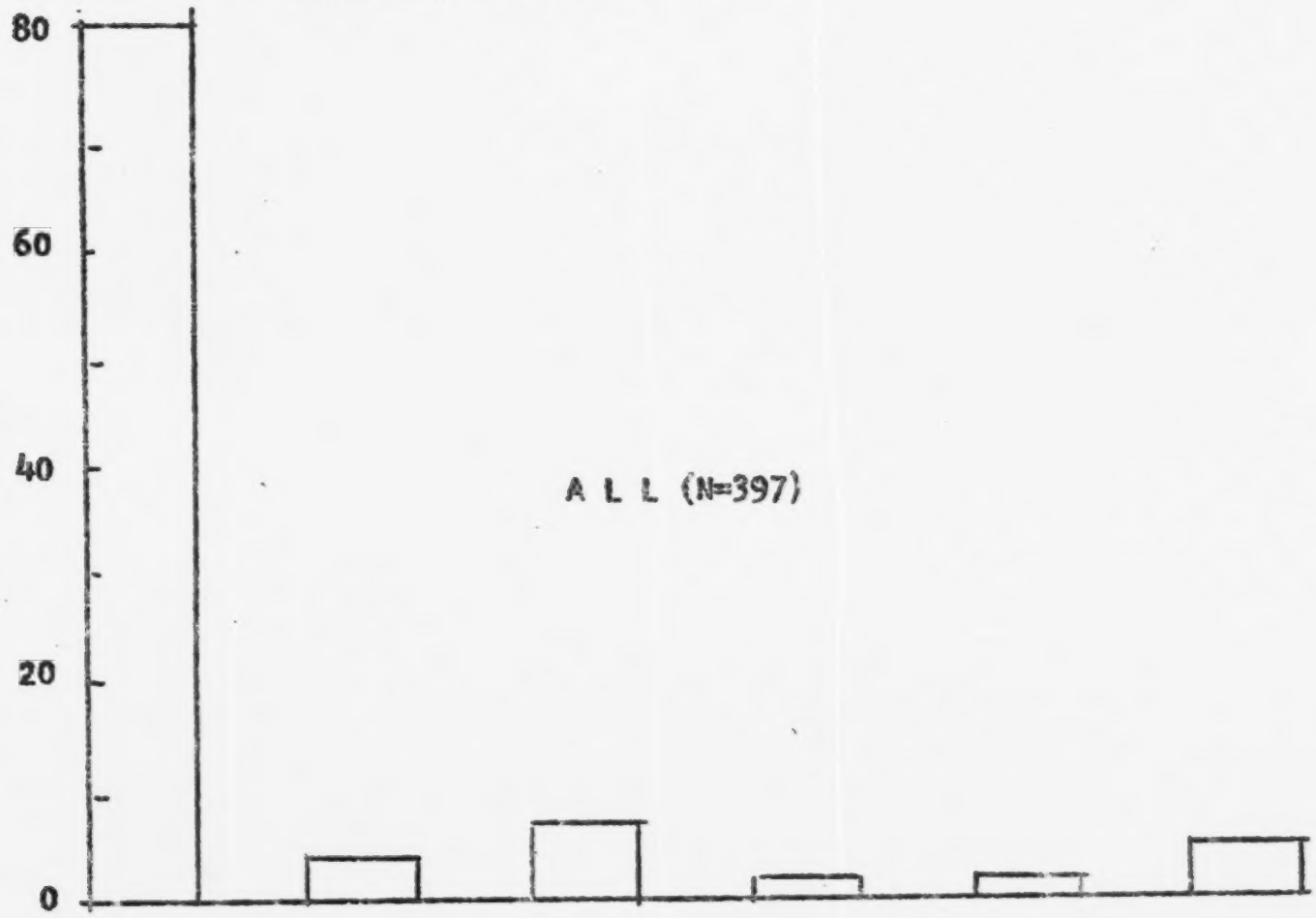


TABLE 6 - Previous College Attendance, Entire Sample and Graduates

| Previous College Attended | Total Sample No. | % | Graduates No. | % | All F'67 Entrants | |
|---|---|---|---|---|---|---|
| None | 319 | (80) | 38 | (79) | 4086 | (76) |
| Los Angeles City Junior Colleges | 17 | ( 4) | 1 | ( 2) | 406 | ( 8) |
| Other Junior Colleges | 27 | ( 7) | 3 | ( 6) | 372 | ( 7) |
| California State Colleges | 6 | ( 2) | 1 | ( 2) | 56 | ( 1) |
| University of California | 7 | ( 2) | 1 | ( 2) | 85 | ( 2) |
| Others | 21 | ( 5) | 4 | ( 8) | 391 | ( 7) |
| TOTAL | 397 | (100) | 48 | (99) | 5398 | (101) |

FIGURE 10 - Previous Colleges Attended by Fall, 1967 LACC Entrants: Entire Sample and Those Receiving AA Degree by June, 1970



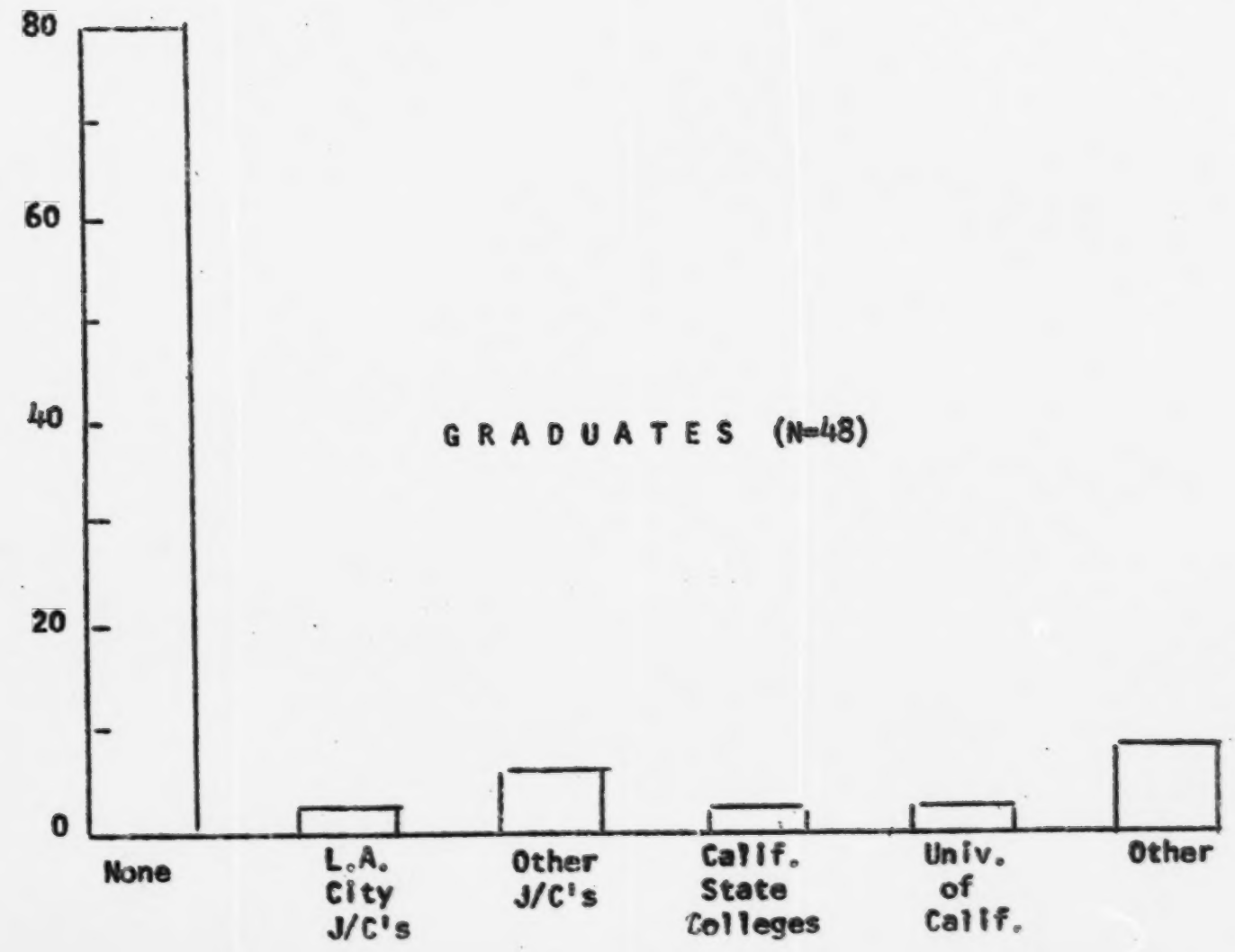
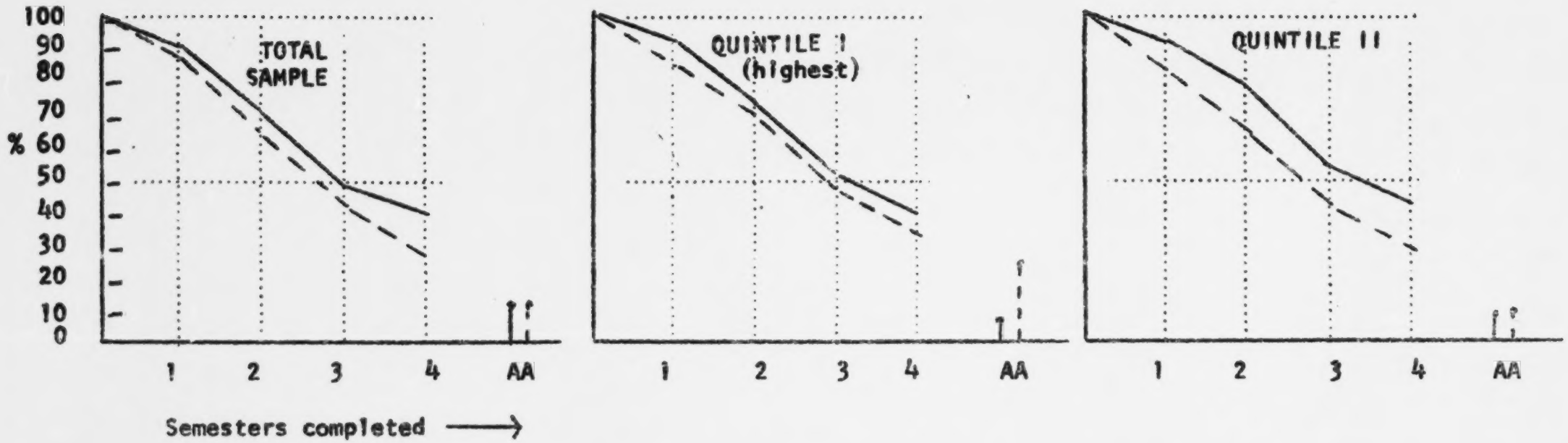



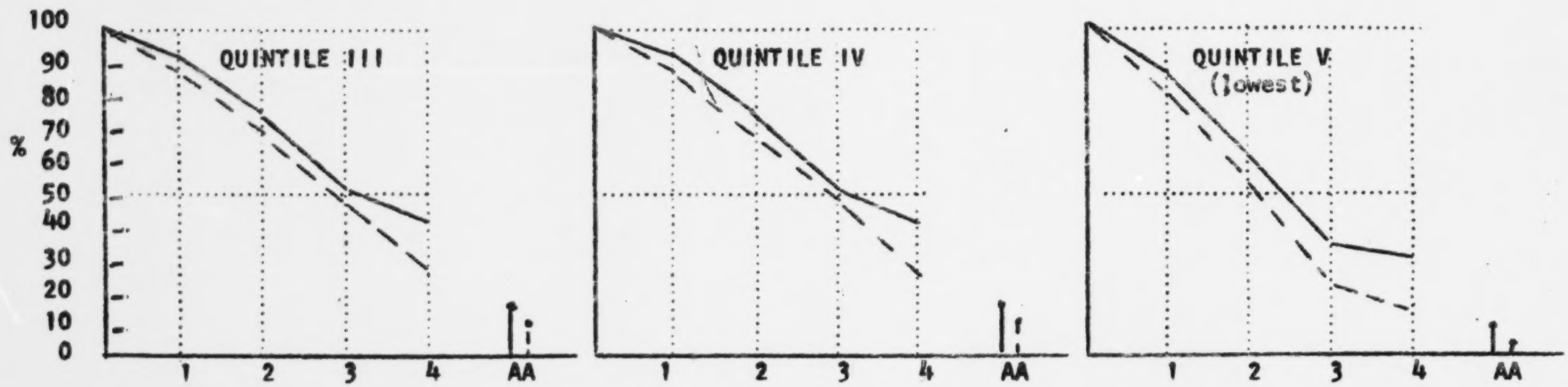
TABLE 7 - Persistence of Fall, 1958 Sample. (% in parentheses)

| | No. Reg. | Comp. 1 Sem. | Comp. 2 Sem. | Comp. 3 Sem. | Comp. 4 Sem. | Received AA Degree (by June, 1961) |
|---|---|---|---|---|---|---|
| SCAT Quintile | | | | | | |
| I | 72 (100) | 61 (85) | 50 (69) | 34 (47) | 24 (33) | 17 (24) |
| II | 75 (100) | 63 (84) | 48 (64) | 31 (41) | 21 (28) | 7 ( 9) |
| III | 101 (100) | 94 (93) | 70 (69) | 50 (50) | 32 (32) | 17 (17) |
| IV | 90 (100) | 78 (87) | 60 (67) | 42 (47) | 22 (24) | 9 (10) |
| V | 92 (100) | 80 (87) | 49 (53) | 20 (22) | 12 (13) | 2 ( 2) |
| TOTAL | 430 (100) | 376 (87) | 277 (64) | 177 (41) | 111 (26) | 52 (12) |

FIGURE 11 - Comparison of Persistence Rates of Samples Fall, 1967 (——) and Fall, 1958 (---) Entrants, According to Performance on the SCAT Entrance Examination

Fall, 1967: N=397
Fall, 1958: N=430




Dashed line indicates all students

## SUMMARY AND CONCLUSIONS

This study is an effort to obtain some fairly current estimates of student persistence at L.A.C.C. Although the study is based on a sample, the size and selection of the sample indicate strongly that it represents a true cross-section of the L.A.C.C. day student population. Checks of distributions of sex, age, previous high school and college verify this assertion. Percents based on the entire sample can reasonably be expected (95% confidence) to vary from the overall student body by not more than 3-5%. Figures for the sub-samples, however, can be reasonably be expected to be in error by up to a possible 20% for the smallest sub-samples. With these considerations in mind, the following conclusions are drawn from the data presented in this study.

(1) About 90% of Fall, 1967 entering full-time day students who completed the registration process continued throughout the Fall, 1967 semester. This figure is verified by all-college attrition reports, and can be compared with 87% for Fall, 1958 entrants, and with a mean of 92.5% and a range of 79.8% to 96.1% for the colleges reported in the "Norcal" study.

(2) 71% completed two semesters, a loss of 21% compared with the first semester 10% drop. A larger drop (of 32%) occurred between the second and third semesters, with 48% completing three semesters, 39% (a 19% drop) completing four semesters, and 16% (a 59% loss) returning to complete five semesters.

(3) Only 3% of the Fall, 1967 entrants obtained the AA degree in four semesters. This number had more than doubled (8%) by the end of five semesters, and had reached 12% by the end of six semesters. Evidence outside this study indicates that the final figure will approach 20%. It should be pointed out that the methods used in the study require that errors would produce figures that are too small.

(4) Female persistence at L.A.C.C. is clearly higher than male. Differences between female and male rates for those completing 1, 2, 3, 4, 5 semesters were 3%, 6%, 4%, 5%, 9%. Female per semester drop was 8%, 20%, 33%, 16%, 50%. Male per semester drop was 11%, 24%, 34%, 18%, 68%. Higher persistence for females was also found in the "Norcal" study.

SUMMARY AND CONCLUSIONS (continued)

(5) Blacks and Spanish surname students persisted generally at a rate slightly but not significantly below the all-student rate. Their rates for the first two semesters were about average, with a larger drop at the end of the first year. Fifth semester rates, however, were higher than the average. Oriental students persisted at a significantly higher rate for all semesters than any other sub-group.

(6) The relationship between SCAT performance and persistence is not clear. The only significant finding appears to be that those in the lowest quintile showed a considerably lower persistence rate through the second, third, and forth semester, but not the first and fifth. One might conjecture (other evidence confirms this, e.g., Research Study #68-11) that the Developmental Studies is playing a role here. Apparently the Developmental Studies program keeps the students throughout the first semester, the second semester (their first in the regular college program) is found more difficult, but those that make it through this second semester "shock" tend to stay through at a rate comparable to the average student.

(7) Oriental students persisted to an AA degree at a rate (35%) more than double that of the total group or any sub-group. High persistence of Orientals was also found in the "Norcal" study.

(8) Analysis of SCAT performance of the various sub-groups indicates average L.A.C.C. performance at about the 31st percentile on national college freshman norms, with male performance superior to female. These results were verified for the entire entering class of Fall, 1967 in Research Study #67-11. Blacks averaged at the lowest level of the sub-groups, Orientals at the highest. A check of the scores of those who persisted to the AA degree indicates no differences from overall performance.

(9) Data concerning grade point averages indicate that the percent of students earning a "C" average or above rose consistently from about 50% for the first semester to about 75% for the fourth semester. About one in six earned a "B" average or above each of the four semesters.

(10) Male percent "C" or above was significantly below that of female (44% to 60%) in the first semester but rose to equal it by the fourth semester. Blacks' academic performance was about average for the first semester, dropped sharply the second but rose to about average again by the fourth semester. Again, one might conjecture the effect of the Developmental Studies program. Orientals' academic performance was clearly superior to that of any other group, eppecially in the first two semesters.

SUMMARY AND CONCLUSIONS (continued)

(11) Comparison of SCAT performance with percent above "C" and above "B" shows a clear positive relationship in the highest and lowest quintiles for all four semesters. Apparently the SCAT can predict GPA pretty well for the highest and lowest groups but not for the middle ranges.

(12) A look at age distribution reveals that a greater percentage of 17 year old and younger students persisted to the AA degree. Differences however are not statistically significant (Chi-square test, 5% level.)

(13) Distribution of last high schools attended viewed by areas of the U.S. shows no differences between the total sample and those who obtained the AA degree. Within the local Los Angeles City area, differences are evident and significant, probably reflecting the higher persistence rate of Orientals.

(14) No relationship is evident between previous college attendance and persistence to the AA degree.

(15) Comparison of persistence rates of Fall, 1967 entrants and Fall, 1958 entrants indicates that students are persisting at a slightly higher rate now than a decade ago, but are apparently less concerned about or are taking longer to get the AA degree.